

CURRICULUM JOURNAL

VOLUME 9: NUMBER 5

MAY, 1938

NEWS NOTES

Building a Core Curriculum in Tulsa. The Central High School of Tulsa, Oklahoma, has developed the framework of a core curriculum which includes a statement of basic principles. The core curriculum is divided into the following areas: building and maintaining physical and mental health; an understanding of the fundamental principles and institutions of a democratic society; knowledge of the interaction between man and the natural environment; fundamental skills and knowledges of communications; acquaintance with and opportunities for self-expression through creative activities; and individual guidance and counseling. The daily time allotted to the core curriculum is six hours in the seventh grade and thereafter it decreases one hour for each grade. The daily time allotted to electives begins with one hour in the eighth grade and thereafter it increases one hour for each grade. Central High School is now engaged in selecting problems and organizing them for the purpose of developing source units out of which will grow the teaching units to be used next year.

Cincinnati Appoints Director of Curriculum. Acting on the recommendation of a recent survey, the position of Director of Curriculum was created in the Cincinnati Public

Schools, and Dr. George H. Reavis was elected to fill the place. It will be his duty to direct constant study of the curriculum for the purposes of development, improvement, and steady adjustment to the needs of children. Dr. Reavis devoted a considerable time during the past two years to the preparation of the present edition of Ohio High School Standards, which has been well received both within and outside the state.

Michigan Secondary Curriculum Workshop. Under the auspices of the directing committee of the Michigan Study of the Secondary School Curriculum, a laboratory course in the secondary school curriculum will be offered at the University of Michigan this summer. This special course will be offered with the cooperation of the four state teachers colleges, Michigan State College, and Wayne University, and with the assistance and support of the State Department of Public Instruction, the State Board of Education, and the State Board of Control for Vocational Education. The purpose of this course is to bring together a limited number of teachers and administrators, with a competent staff, for work on problems of improving instruction through curriculum adjustment. More than half of the members of

the class will be representatives of schools which are actively cooperating in the Michigan Study of the Secondary School Curriculum, and a considerable number of other students will also be admitted from Michigan and other states. The course will be under the direction of Mr. J. Cecil Parker, Director of the Michigan Study of the Secondary School Curriculum, who will be assisted by Professor Howard Y. McClusky and Dr. O. I. Fredrick.

Summer Conference at Stanford University. "Social Education" will be the theme of the 1938 Stanford Education Conference, to be held at Stanford University, California, July 6-10. Among the leaders in American education who will take part in the program are *William Heard Kilpatrick*, Emeritus Professor of Education, Columbia University; *Lewis Mumford*, author and lecturer; *William Ogburn*, Professor of Sociology, University of Chicago; and *Ray Lyman Wilbur*, President of Stanford University. Forum sessions during the conference will be devoted to discussion of experiments, investigations, and programs in social education and social control; to appraisal of practices and trends in the field; and to interpretation of the educational implications of American culture. There will also be held, July 5 and 6, a Conference on Early Childhood Education to commemorate the 100th anniversary of the founding of the kindergarten. This is the sixth summer during which a conference on some phase of guidance, administration, or cur-

riculum development, has been held on the Stanford campus.

Summer Conference, University of Tennessee. The Conference of 1938, which will be featured July 7-9, is to be centered upon the Curriculum and the Education of Exceptional Children. The following topics will be considered: the conservation of resources — both natural and human; the relation of environment to mental hygiene; the coordination of community resources for exceptional children; and the function of the institutions dealing with exceptional children. In all aspects dealing with the exceptional child, emphasis will be given to the responsibility of the school. Dr. Elise Martens, Senior Specialist in the Education of Exceptional Children, United States Office of Education, will serve as forum leader and consultant on problems in the training of handicapped children during the sessions devoted to the Education of the Exceptional Child.

The Central Washington Curriculum Conference. The Third Annual Summer Curriculum Conference of the Central Washington College of Education at Ellensburg will be held on June 20 to 24, inclusive. The theme for the conference is "Relating the School Curriculum to Life." Demonstrations will be conducted in the campus elementary school each forenoon, and panel discussions are scheduled for each afternoon. The topics for consideration in the afternoons embrace health education, language arts, and social educa-

tion. The week's work will be summarized on the final day under the topic "Unifying the Educational Experiences of the Child." The college faculty is supplemented by several visiting professors from universities and by a number of school administrators of Washington.

Curriculum Improvement in Tacoma. The Board of School Directors of Tacoma, Washington has established the curriculum improvement program on a permanent basis, with Mr. Roosevelt Basler as Director. Committees of teachers and principals in each broad field of learning, representing all grade levels of the school system, have been set up. In addition, several committees are at work on those problems which cut across all fields of learning, such as guidance, remedial reading, grading system and form of report cards, and the like. As tentative changes and revisions are worked out, they are being tried experimentally in certain rooms or schools before becoming general practice. To assist the groups who are discovering the points of greatest need, a survey of the actual present scope and sequence of the work in each field of learning is being completed.

Program of Girl Scouts Revised.

Under the guidance of C. Maurice Wieting of the Curriculum Laboratory of Teachers College, Columbia University, the Girls Scout organization has recently revised its program. Through a series of study meetings a philosophy of Scouting was framed and the place of the organization in relation to society,

and the schools in particular, was thoroughly discussed. A study was made of progressive school programs and courses of study from the better schools. Then upon the basis of an analysis of the present program and the recommendations of educators the following areas were chosen for development: community, nature, out-of-doors, sports, homemaking, arts and crafts, music and dancing, dramatics and literature, health and safety, and international friendship. Scout leaders and specialists then planned the kinds of activities in which they thought girls would like to engage. These lists of activities were organized around sub-divisions within each area and sent to representative communities in all parts of the country. On the basis of criticisms made by leaders and Girl Scouts, revisions were made. Throughout the summer the published program will be discussed by adults and girls. In the fall of this year the new program will be printed in a booklet for Girl Scouts. In the past, girls over fourteen years of age have tended to drop out of Girl Scouts because they were no longer interested in working for ranks or badges. For these girls a Senior Girl Scout Program is being developed. While it will be concerned with about the same areas as in intermediate scouting, the girls themselves can plan the things they wish to do according to their interests. Scouting for girls between the ages of seven and ten has been broadened on the basis of an experimental study of children of that age. Units of interest planned by children and adults form the core of the program.

Teachers Exchange Places with College Seniors. Any teacher, whether an alumnus of Winthrop or not, may exchange places for one week with a selected senior. Monday the senior observes and assists the teacher she is relieving. That afternoon or night the teacher goes to Winthrop College to remain through Friday. The teacher and student exchange lodging and boarding places. Each pays her own transportation expenses. The visiting teacher spends the week at Winthrop in observation, conferences, and study.

. . .

A Conference Period in the High School Program. Last fall, Greeley (Colorado) Senior High School introduced a conference period in its daily schedule. The last half-hour of the one and a half noon period is reserved for this purpose. Teachers are available in their rooms for conferences with students or for committee meetings with students. Since nearly all of the students are back at school an hour after dismissal for noon, the problem of providing activity for those who are not conferring with teachers has to be met. Dancing, moving pictures, ping-pong, cards, and other games are provided. Many students spend their time simply visiting in the auditorium. Teachers are finding that the system is offering real advantages. However, since students are supposed to initiate conferences primarily rather than the teacher, the value of the system cannot be entirely determined until a longer period of time has elapsed.

Omaha's Child Study Service Department. The department of instruction in the Omaha Public Schools has recently established the Child Study Service. This service is more than the psychoeducational clinic. It not only provides for the boys and girls an agency which helps them to discover their potentialities, their strengths as well as their weaknesses, but after such discovery it lends a helping hand to the pupil, his parents, and his teachers in their attempts to make the most of these potentialities. Under the general direction of A. J. Foy Cross, Director of Instruction, this new service has secured the services of Professor W. H. Thompson, Educational Psychologist and Educator, from the Municipal University of Omaha. Recommendations for the policies and functions of the Child Study Service come from a special planning committee whose personnel consists of teachers, principals, laymen, and certain specialists who sit in a supervisory capacity.

. . .

Curriculum Improvement in Eugene, Oregon. The work of the program of curriculum improvement in the Eugene schools is being developed in connection with the Curriculum Laboratory at the University of Oregon. A committee of representative teachers and administrators is engaged in the formulation of curriculum policies for the school system. The tuition for members of the committee is being paid by the Eugene Public Schools. It is the plan of the City School Administration to provide adequate substitute help to take the place of

committee members who will be engaged in intensive work on the program.

Relating Reading to All Subjects.

A new Course of Study in Reading for Junior High Schools has recently been placed in the hands of all junior high school teachers of New Kensington, Pa. Teachers of all subjects served on the committees responsible for organizing this material in order that the teaching of reading might be integrated with instruction in the various subject fields. Each teacher made a study of the reading difficulties of her pupils, and suggested remedial measures and materials. The work was directed by Dr. G. A. Yoakam of the University of Pittsburgh, and O. W. Johnson, supervisor of Junior High Schools, acted as General Chairman. The program of continuous curriculum revision in New Kensington will give special emphasis to primary and elementary reading during the 1937-38 school year. Further studies of reading readiness, phonics, and remedial procedures will be made. The pre-reading groups now in operation will be studied with the view of making this work more effective.

Curriculum Aid for Indian Schools.

It is announced that Mr. George A. Boyce will assume the position of Curriculum Specialist and Textbook Writer for the Bureau of Indian Affairs. The work with Indians is to be an attempt to find new sales outlets for their products and to set up a training program in mathematics and economics for tribal production and personal living.

Developing High School Learning Units. The Matthew Whaley High School, Williamsburg, Virginia, has just published a bulletin entitled "The Developing Curriculum at the Matthew Whaley High School." A large part of this publication is devoted to a description of units as they were taught in the high school. Several units involve the fusion of several subject fields. A brief description of the point of view and the school setting is included.

Faculty Cooperates in Curriculum Program. The faculty of the Delta State Teachers College believes that teacher education must take into account the curriculum practices fundamental in the new Mississippi program. The faculty holds that functional curricula in teacher education consist more of lifelike problem content put into courses than a listing of subjects to be taken. Accordingly, the faculty is now engaged in the exploratory work of finding lifelike material and situations that will better fit prospective teachers for their work. Each college faculty member, after taking into account the viewpoint and underlying principles of the new curriculum, will examine critically and report on some phase of his college teaching as it applies to the work of teacher education.

Seattle Evaluates History Course.

A comprehensive curriculum test, designed primarily for the purpose of determining the effectiveness of new outlines for World History I, was given in the Seattle high schools at the close of the first semester's work. The test was pre-

pared in two sections: the first, dealing with *Understanding and Recall of Content* (covering European Civilization from Beginning of Middle Ages to 1815); the second, with *Basic Skills*. The following procedure was used in preparing the test: the desired new curriculum outline was explained to the Seattle history teachers; the teachers met in separate building meetings to discuss the plan and prepare items which might be incorporated in the test; these items were collected and evaluated by a committee of World History teachers. As a preliminary experiment the test was given in three Seattle high schools to selected pupils, representing equal numbers from the slow, average and superior groups. The test was then checked and revised for city-wide use.

. . .

Student Aid for Curriculum Committees. One of the difficulties in all curriculum work is that of keeping all teachers acquainted with and interested in the progress of the work. In Portland, Oregon, records of committee meetings are made by girls from the senior class in the high school of commerce, whose major work is stenography. The notes are edited by the Curriculum Director and mimeographed copies are made available to the teachers.

. . .

Development of Anecdotal Records. The Carnegie Corporation of New York has granted the Rochester Athenaeum and Mechanics Institute \$15,000 for further investigation and development of the anecdotal record in relation to the problems of Mental Hygiene.

Stenographic Reports of Class Procedures. As a basis for preparing textual material that will represent as nearly as possible the exact manner in which the class teaching is actually done, stenographic reports are being made at the University of Louisville this semester of the lectures and discussions in two classes in charge of Dr. Elva Lyon. One of these classes is the Remedial Clinic which provides training in methods of study and of reading improvement for a group of students handicapped by poor reading techniques. The other class is one of the regular Freshman Compositions classes with the adaptation of materials and methods that several years of experimentation have shown to be most successful in teaching college freshmen who rank in the lower third of their class on the basis of college aptitude and English classification tests.

. . .

Appointment of Elementary Education Specialist. The United States Office of Education announced the appointment of Dr. Helen K. Mackintosh, of Oxford, Ohio, to the position of Senior Specialist in Elementary Education in the Office of Education, United States Department of the Interior. She will initiate and conduct studies on problems dealing with organization and supervision of elementary schools, elementary school curriculum, methods of instruction in urban and rural schools, and the like. She will prepare publications for distribution as office of education bulletins; act as consultant to school officials throughout the United States on elementary school problems; make

surveys of elementary schools; initiate, plan, and conduct elementary education conferences, and address educational and other organizations on various phases of elementary education.

. . .

A Manual for Discussion Groups. Nearly 3,000 copies of a discussion outline entitled *Talking It Through* are now being used as a basis for professional study and discussion by administrators, high school teachers and students in college departments of education. This booklet explains the technique of discussion: how it can be carried on to promote understanding and to make cooperative thinking possible. It shows how recent important documents pertaining to secondary education may be used as a basis of group study and discussion, and relates to a previously published outline entitled *Problems of Secondary Education* of which almost 100,000 copies have been distributed. These are available through the Department of Secondary School Principals of the National Education Association, Washington, D. C., the former at fifteen cents each and the latter free.

. . .

Expansion of Curriculum Study in Brockton, Massachusetts. The intensive study and revision of the curriculum begun previously in the elementary schools is extending upward. With the reorganization of the school system from a 6-2-4 plan to the 6-3-3 system, the time has come to review the experiences of the Junior High School. Therefore, during the present school year, curriculum study is being carried on in

Grades I-IX. Attention is being concentrated on three major subject matter fields—social studies, English, and arithmetic. Committees in all departments are carrying forward carefully formulated plans, and it is expected that new courses of study will be published within a year. An outstanding feature of the curriculum activities during the past two months has been a series of lectures by four nationally known subject matter specialists. These leaders not only stated points of view regarding the subjects under consideration, but also gave valuable practical suggestions to interested committees.

. . .

New Curricula in Teacher-Training. After two years of careful study of current curricular offerings—their appropriateness and adequacy, the duplications and omissions—and of the professional demands and community conditions which teachers-in-service meet, the College of Education of The University of Tennessee has reorganized the undergraduate curricula for teachers and has organized new curricula for preparing teachers and supervisors of exceptional children and for training principals, supervisors, and administrators in the public schools. The revisions in undergraduate curricula include the organization of group-majors in science and social studies and the integration of Methods and Management with Directed Teaching. Undergraduates and graduate students preparing to be teachers and supervisors of exceptional children will be served by courses offered cooperatively by the Departments

of Sociology, Health Education, and Psychology and the College of Education—especially in the clinical aspects. The facilities of various public and social agencies, such as the Knox County Home for Crippled Children, the East Tennessee School for the Deaf, the city, county, state, and Federal departments of welfare, the Juvenile Court, the Juvenile Home, the Knoxville Department of Public Health, the WPA Recreational Program, the American Red Cross, are to be made available. However, major emphasis will be given to practicum courses and clinical activities in the local public schools; and a basis will be laid for concurrent or subsequent community planning for the proper guidance and treatment of maladjusted children—such as the delinquent, the indigent, the malnourished—who are enrolled in regular classrooms. This curriculum, at the graduate level, will stress much experimentation and research for the purpose of evolving a wisely conceived program dealing with exceptional children. To graduate students preparing for leadership in public schools, a Master of Education as

well as Master of Science degree is to be provided. For either degree, problems courses which feature the individual student's work on his immediate professional and community problems will be accepted in lieu of a thesis.

. . .
Home Economics in Seattle Schools. Seattle teachers of Home Economics, under the leadership of the recently appointed Director of Home Economics, Mrs. D. S. Lewis, have formed study groups for analysis of the present curriculum as it relates to (a) major purposes of home economics education, (b) interests and maturity of the girls reached and the nature of their home environment, (c) personal and home problems of pupils, (d) provision for progress in learning. Investigation is being made to determine the relative value of experiences which the school can provide in major phases of family living. Plans are also under way for increasing the emphasis on child care, consumer education, housing and personal and family relationships, which partial analyses indicate are now inadequately presented.

A HIGH SCHOOL CORE PROGRAM

By T. D. RICE
Denver Public Schools

Purpose. For several years a number of classes at East High School have been taking a course that has been called *the core course*. This course has included much of the work usually taught in English and social studies courses. The teachers of this course have usually remained with their classes throughout the three years of the senior high school.

This core course or core program has permitted the enrichment of instruction through the correlation of the English and social studies courses. It has also promoted greater understanding between pupils and teachers through a three-year counseling program. During the past four years, however, the teachers of English and the social studies who have been assigned to these classes have become increasingly aware of their inadequacy to deal with many of the problems that they have thought should be included in a core program. They have at times enlisted the help of teachers of other departments. These teachers have been glad to cooperate, but have had little opportunity to help develop the plans that they have been asked to carry out.

It is now proposed to organize a new core program that will include teachers of other subjects than English and the social studies and that will provide increased opportunity for cooperative planning.

The enlarged core program will provide many of the advantages of

a small high school, since a student will be responsible to one teacher as his counselor for three years and he will have opportunity to know a small group of teachers more intimately than is usually possible in a large high school. The advantages of the large school will, however, be retained by permitting pupils to select courses from a wide range of electives and to make contact with many different student organizations.

Classes Involved. According to the proposed plan, about two hundred twenty 10B students or six classes will be enrolled for this new type of core program to be introduced in February, 1938. The core course for these pupils during the tenth grade will occupy three periods of the school day. Teachers, parents, and pupils will determine the amount of time to be devoted to the core program during the eleventh and twelfth grades. It is expected, however, that the groups will stay together at least one period per semester for counseling purposes throughout the three years. There will be no required subjects for these pupils, other than the work of the core course. Time not spent in that course will be available for elective subjects.

These classes will be scheduled in the afternoon in one wing of the building, with six teachers responsible for their instruction.

The Content of the Core Course. The subject matter of the core course will be related to those mat-

ters which society expects schools to present to youth. No attempt will be made to classify this subject matter under the usual subject-matter headings. Care will be taken, however, to see that the work relates to the specific needs of the pupils involved. Indeed, pupils and their parents will work with teachers in determining much of the content of the core program.

The core program will include units of study on personal development, adjustment to the school program, family relations, consumer education, the effective use of the radio, and the like. In the development of such units many demands for increased skill in reading, writing, speaking, and the like will arise. These demands will, in large part, be met by special instruction given as a part of the core program.

Teachers will be responsible for providing educational experiences planned to promote democratic living. They will seek to help students during the tenth grade to see their relationship to the school, home, and civic affairs. Special emphasis will be placed on personal and face-to-face relationships in the tenth grade. In the eleventh grade, emphasis will be placed on larger social, political, and economic relationships with attention to the contributions of the past to the present, especially to life within our own country.

In the twelfth grade the emphasis will be on problems and issues in modern life with attention to personal adjustment to these problems.

Guidance. Each of the six teachers involved in this program will be expected to work with one class as its counselor through the

three-year program. One teacher (Miss Elizabeth Sparhawk) will be responsible both for guiding one of the six classes and for working with the other teachers in stimulating and directing their guidance. Mr. Creighton Hays will assist Miss Sparhawk and the other teachers in planning and developing the guidance program. Both Miss Sparhawk and Mr. Hays will be expected to check closely with Mrs. Anderson, dean of girls, and Mr. Spitzer, the assistant principal. The guidance program will, among other things, give careful attention to college entrance requirements for those students planning to enter college.

Teachers. The teachers who will have direct teaching responsibility for the work of the core course are: Miss Edith Henry, art; Mrs. Mary Moore, home economics; Mrs. Chandos Regier, English; Mr. Ted Rice, social studies; Miss Elizabeth Sparhawk, vocational and educational guidance; and Mr. George Wagner, science and mathematics. Several other teachers will be given opportunity to assist directly in the development of the program. These will include: Mr. Creighton Hays, counseling; Mrs. Genevieve Kreiner, oral expression; Mr. Ted Long, industrial arts; Miss Fareeda Moorehead, music; and Mr. Milton Nicholson, industrial arts.

Class Schedules. These teachers will be responsible for making a schedule suitable for the kind of curriculum material with which they will deal. Many modifications of the schedule may be planned from week to week.

It is expected that four days of each week will be spent in the more

formal class activities. The fifth day will as a rule be kept free for personal and group conferences, field trips, and cooperative teacher planning.

Elective Courses. Students in the tenth grade will have opportunity to take at least two electives, as well as physical education, in addition to this core program.

The counselors will make use of activity records, aptitude tests, and conferences to help students select courses that will contribute to the development of special abilities and interests.

It will be the responsibility of the core teachers to see that students planning to enter college are prepared to meet the requirements of the colleges of their choice.

Parents. Parents will be encouraged to visit classes. Some parents' meetings will be held to acquaint them with the objectives and

conduct of the study. It is planned to set up a parent council to work with the teachers and pupils in planning certain aspects of the program and in studying the progress of the work.

Accrediting. While the work in the core course will not be organized according to the usual subjects of study much use will be made of material that is usually included in such subjects as English, social studies, and the like, and the credit for the course will be given under these subject headings. The core work of the tenth grade will carry one unit of credit in English, one unit in social studies, and one-half unit in science or practical arts, according to the nature of the work done by the pupil. The credit to be given for the core work in grades eleven and twelve will depend in part upon the number of periods given to that work.



A HIGH SCHOOL CORE PROGRAM

By PRUDENCE BOSTWICK
Denver Public Schools

The new core program at Manual Training High School, Denver, Colorado, is centered in a sequence of problems based upon the needs and interests of pupils rather than on specific subject matter fields. Underlying it is the philosophy of education which maintains that individuals become self-directing and intelligent members of a democratic society by learning to solve problems which have significance in their own lives and that knowledge is most effectively acquired when it is used in the process of solving those problems. Consequently, the core program, planned by eleven teachers in the school, working together, provides experiences for boys and girls which will assist them in meeting the personal and social problems that they face day by day. The choice of specific problems has been made after discussion with parents and pupils and after study of the work going on in many experimental classes in the five high schools of Denver. Contributing also to the choice has been a consideration of the reports on adolescent needs made by students of young people, needs estimated both from the point of view of youth and of the democratic philosophy inherent in American life.

ELEVEN TEACHERS PLAN THE CORE PROGRAM

There has been a growing feeling in Denver that two teachers chosen from the English and social science

fields could not, by reason of their necessarily limited training and experience, provide adequate core programs which would cut across subject matter lines and deal with life problems. Accordingly, eleven teachers were selected to work together on a program to be set up simultaneously in the three grades of the school, tenth, eleventh, and twelfth, and to be offered to the two hundred and twenty pupils who comprise six experimental classes, one class for each half grade. The teachers represent diversified fields: English, social science, music, industrial arts, fine arts, science, vocational guidance, dramatics, public speaking, commerce, psychology, and home economics.

HOW THE CORE PROGRAM IS CARRIED ON

This semester the core program has gone into effect. Eleven teachers cooperate in directing the classes. Three counselors, one for each grade, have the responsibility of assisting pupils in integrating their experiences in the core program. The other teachers are contributing teachers, who come to each group from time to time to help them in the solution of problems.

In order to see how the plan works, let us follow the first semester experiences of a sophomore girl, Mary Denver, as she begins her high school career. With the consent of her parents, Mary elects to become a member of the new core,

along with forty others of her class, both boys and girls. The first two hours of each school day she must spend in the classes of the core; the remaining hours of the day she is free to spend in other courses offered in the school and in the study halls and the gymnasium.

At the first meeting of the sophomore core group, Mary becomes acquainted with Mrs. B., who is to be the teacher and counselor of Mary's class for a period of three years. Mrs. B. has had her training in biology, health education, and English. She is to supervise all keeping of records, counsel each pupil in her group in planning his high school electives, interpret the recommendations following health examinations, and assist him in his many adjustments to the school. In addition to the hours of teaching in the core, Mrs. B. is given one period a day for this work. Besides her counseling, Mrs. B. has the chief responsibility of planning with her group the ways of attacking the common problems which young people face. As a teacher of English, she will be constantly helping each pupil in her group to attain correct and effective use of English as a tool.

CHARTS DIRECT PUPILS IN SEQUENCE OF PROBLEMS

Mary and her class receive from Mrs. B. a series of charts on which have been listed the problems which the class is to consider during three years in high school. Each problem has been given a certain number of weeks for study. The wisdom of such time divisions will be tested in the experience of the class. Although the choice of problems to

be studied has been made for the class, nevertheless, Mary and her classmates are urged to look upon that choice as tentative and to be aware that they must share with Mrs. B. and the assisting teachers in planning the actual day by day experiences which will make up the core.

FIRST PROBLEMS IN THE CORE

The first problem of the new tenth grade class is getting acquainted with the school; for three weeks, the first hour of each day, Mary and her class, assisted by Mrs. B. and by student and faculty leaders, come to know the building, the regulations, the traditions, and the plans for financing the activities of the school. They meet all the teachers and learn about the work which goes on in the classrooms, laboratories and shops.

At the same time, in the second hour of the core, Miss S., a home economics teacher with special concern for the individual needs of boys and girls, comes to the class for seven weeks to help them in solving many of the personal problems which young people face: problems of health, appearance, conduct, and friendly adjustment to others. When Mary and her classmates undertake to discover the artistic principles of color and design, involved in the selection of clothing, they call upon Mr. T., the art teacher, to come to them for two weeks, to give them his point of view.

In a similar way, all during the semester, the class works on common problems. For help in learning how to think scientifically, the pupils call upon Mr. A., a science

teacher, who has made, during the last two years, a special study of ways of learning how to think. Equipped with new points of view in analysis, and able to use such words as data, assumptions, evidence, proof, fallacy, and conclusions, Mary and her class then turn with their counselor-teacher, Mrs. B., to a consideration of methods of study, use of the library, ways of note-taking, of building outlines, and of making oral and written reports. In succeeding weeks, the class begins three activities which will recur at every grade level: the keeping of a cooperative record, the taking of general achievement tests to compare their abilities and knowledges with others of their age throughout the country, and learning how to choose reading both for information and for leisure time enjoyment.

MANY PROBLEMS RECUR AT SUCCEEDING GRADE LEVELS

In the meantime in the second hour of the class, Mary and her classmates begin the study of two other problems which will constantly recur during the three years of the core: first, consideration of their responsibilities as citizens of the world today, with special emphasis on how they can become aware of the accuracy and reliability of magazines, newspapers, and books as sources of information; and second, the study of vocations, not only of those available to them as adults but also those part-time jobs by means of which Mary and her fellow-pupils can give some financial assistance to their families.

SOME EXPERIENCES ARE SHARED BY ALL CORE PUPILS

Two other experiences are provided by the core program in which Mary has a chance to meet with all of the pupils in the core group: one, a visual education program every Monday morning; the other, an adventure in the use of leisure time in which, for three weeks the first hour of the morning, Mary may join in any one of many groups who are engaging in such activities as photography, leather tooling, clay modeling, dramatics, painting, folk-dancing, and the making of scientific collections.

At the conclusion of her first semester at Manual Training High School, Mary looks ahead to five more semesters in the core program. The remaining weeks of the sophomore year she will continue the study of problems which, in line with the personal note sounded in this first year, center first, on the part that Mary plays in the success of her present home and family; second, on the ways in which she may gain and maintain health (this time with a more technical emphasis than in a similar study first semester); third, on the problem of speaking before a group with ease and charm (this problem recurs in both junior and senior year); and fourth, on the opportunities for recreation and youth-building in the community in which she lives.

The problems of Mary's junior year emphasize two developments: the development of appreciations in the field of radio, moving pictures, and graphic arts; and the development of an understanding of the democratic way of life as it is conceived of in the United States. To

this latter end, Mary seeks for a better understanding of the institutions of America and compares and contrasts the democratic form of government with governments in other parts of the world. She continues her study of the community, of vocations, of economic security, of reading and of ways of thinking—all begun in her sophomore year.

In her senior year Mary will carry the development of appreciations further in the fields of painting, architecture and music. She will consider ways of becoming an intelligent consumer of goods and services. For the last twenty weeks of her high school life, Mary will study the problem of how she may establish a home of her own. Teachers from the fields of biology, home economics, art, and industrial arts will contribute their knowledge to assist her in planning her experiences. She will seek for answers to the question of how to prepare for marriage by knowing what qualities to look for in her future husband, and by realizing what responsibilities she must assume for the new generation of children and what financial problems she must solve. She will study ways in which she can make her future home livable and attractive.

To give any further picture of the details of the plan is beyond the limits of this report. Methods

of evaluating the program, ways in which the counseling teacher summarizes the value of the work accomplished by pupils, and other important aspects of the core cannot be presented here.

GENERAL RESPONSIBILITIES UPON WHICH THE SUCCESS OF THE PROGRAM DEPENDS

The final responsibility for the success of a core course which is centered in the common problems of youth and society rests on the willingness of teachers and pupils to cooperate. It rests, too, on the ability of teachers to plan together in providing significant experiences both inside and outside the classroom, in assembling source materials, and in keeping accurate records of group procedures as each problem is attacked. The placing of problems in certain grade levels is purely tentative and should be adjusted from time to time at the suggestion of teachers and pupils. Teachers and pupils must keep alive the spirit of honest criticism. They must test the value of the original problem, discover whether enough time has been provided in the problem sequences for the work to be accurate and meaningful and whether the problem is at the proper grade level, and finally, judge the worth of what has been accomplished.

A HIGH SCHOOL CORE PROGRAM¹

By L. THOMAS HOPKINS
Teachers College, Columbia, University

The present senior high school program lacks unity. It is composed of a series of disjointed segments made up of courses in a number of unrelated areas. Homogeneity is achieved largely through the social activities of the school rather than through the regular classroom work. The survey staff recommend that the curriculum be divided into two major divisions. The first would be a *social living* core as an extension of the social living and science and mathematics areas of the junior high school. In this pupils would deal according to ability and interest with social problems of the past, present, and future. It would welcome a common integrating center around which the program of each pupil would function, thereby giving unity to the present subject program. Subject lines would not be respected, but all subjects would be drawn upon for their peculiar contributions. This core should occupy at least one-third to one-half of the time of the pupil and should culminate in helping him formulate some basic values for social living, sometimes called a philosophy of life.

The second division would include a large number of functional courses open only to pupils who have an interest or a need to be met by such courses. These should

make provision for pupils who may wish to continue an interest for three years as well as those who may have their needs satisfied in one-half year. An example of the former might be a two-year study of how improvements in physical science have improved the conditions of living; while an example of the latter might be how to entertain in the home. All extracurricular activities would be included in the second division. All curriculums such as college preparatory, commercial, and the like would be abolished. Guidance of pupils in the selection of the functional courses would be given by the core teachers, who would act as guidance teachers assisted by a competent advisory staff. The curriculum would then be composed of all activities of pupils in and out of the school that were favorably affected by the school.

Although the installation of the proposed program would require time, a beginning can be made immediately by following certain developments already under way or suggested previously in this study. Less emphasis can be placed upon American history in Grades VII and VIII, and more upon the problems of present living. Ancient history can be promoted from Grade IX to the functional course area in senior high school. The history now offered in senior high school can be taught sociologically with much emphasis on social and economic problems. The explora-

¹Condensed from Strayer, George D. and Others—*Forward to the Fundamentals in Education. The Public Schools of Hartford, Connecticut, 1936-1937*. New York: Bureau of Publications, Teachers College, Columbia University. 1937. 318 p. Paper covers. P. 176-181.

tory science in the junior high school can be expanded into a broad area. The senior high school science can be organized around general biological and general physical science. Mathematics in the junior high school can be integrated with the social living, the science, and the arts areas. In senior high school it can be made a part of the functional courses. The important English skills can be taught in relation to the broad areas or core. Others can become a part of functional courses. The appreciation of literature would be greatly stimulated by integration with the content areas, and special needs can be met by functional courses. The arts in the junior high school can be expanded to cover three years. Closer integration with the other areas could be made, as is done in the special classes. Much of the commercial subject content could be placed in the core, as it has immediate social living value for everyone. The remainder could be placed in functional courses. These changes would greatly improve the mental, emotional, and social health of pupils and teachers. The physical health program would then become more effective. Classroom teachers could be made responsible for guidance, thereby unifying both the program for the pupil and their own relationship to the school as a whole.

For purposes of discussion, the continuous curriculum development program may be roughly divided into a number of stages, as follows:

1. A period of orientation in

which members of the school staff arrive at a broader, firmer, more critical, surer basis of their social and educational philosophy and the functions of a school system. This could be initiated by inviting all members of the staff to participate in a series of study, discussion, and conference meetings in which a number of important social and educational problems could be thoroughly explored.

2. A period of experimentation in the light of the more consciously formulated educational philosophy. The conditions surrounding this experimentation should be carefully considered so that the growing shoots of promising ideas may not be smothered in the unfertile soil of traditional practice. The climate of opinion of the school system should be changed so that all members of the staff would expect and receive favorable recognition for intelligent innovations in the light of the new philosophy. They should come to realize that their greatest security lies in intelligent change.

3. A period of gradual extension of the experimental practices which are in harmony with the improved philosophy. Such extension should be promoted on a democratic basis, each situation being considered an educational rather than an administrative one.

Finally, no program of curriculum development can be expected to reach a full measure of success without including parents and the public in general. Parallel with the program in the schools must go a similar program for adults.

THE CORE IS NOT ALL OF THE CURRICULUM

By WM. B. BROWN
Los Angeles City School District

If there is any one dominant trend in curriculum thinking at the present time it is the emphasis upon the development of a unified program of studies. This has resulted in the organizing of a common core of experiences drawing content from all the major areas of human living, a curriculum which disregards subject matter lines and which is generally required of all pupils a substantial part of each school day. There is no doubt but that this stress has been outstanding, especially in secondary schools where there has been an over-emphasis upon specialized, unrelated subjects and courses. Probably there has at no time been such vigorous effort as at present to find those essential learnings needed by all boys and girls. Furthermore, there is especial attention being given to continuity and gradual growth and development of each pupil over a long period of years. As a result the curriculum of our present day schools is coming to be more unified, to have greater continuity, and to be somewhat more functional than the traditional high school program of studies.

We feel that there are some manifest dangers associated with this trend. Certain individual values are being buried in the unified program and core curriculum with their dominant emphasis upon a continuing scope and sequence developed in terms of social functions. Even though these revised programs are as a rule highly flex-

ible and adjustable to individual needs they have a tendency at the present time to dominate all curriculum building. As a result, there is a certain regimentation of the school day into one common standardizing program. In a number of experimental situations practically all of a pupil's program is prescribed in advance even through a part of the senior high school. No matter how broad or how flexible a core program, if it dominates a large part of the school day many personal values are bound to be submerged or lost entirely. Reasons for this are apparent. Pupils tend to have less interest in required basic studies than in elective courses. Core studies after being followed for a few years tend to lose a certain edge, a certain freshness and vitality which is the essence of any functional curriculum. Such unified programs, regardless of the fine intentions of those who develop them and the original plans upon which they are built, cannot provide over a period of years all of the creative opportunities for individual growth which are desired.

The required core program if allowed to dominate the school day may become a straight-jacket, defeating in some ways the very purpose which it sets out to achieve. If we concede this, however, it does not follow that we want to go back to the highly specialized curriculum with hundreds of separate subjects described so well in a *correlated curriculum* as "educational

pieces rattling in the puzzle box of the curriculum." We are most heartily in sympathy with every effort to provide a more integrative type of program. The positive values achieved must not be lost. On the other hand, the core program should be kept within those areas in which its major contributions can be made. Certain facets of the curriculum need to be reserved for individual pupil growth, to be thought of in terms of personal choice of courses and elective pursuits.

It is our feeling that in the junior high school at least half of the time should be reserved for free choice of special interests and in the senior high school at least two-thirds or three-fourths of the school day. For this elective part of the program the actual planning of the curriculum should be in response to pupil interests which have been developed under helpful guidance but without domination. The program should be highly flexible and adapted to changing and evolving interests as these arise from semester to semester and from year to year. Short unit courses lasting for as limited a time as ten weeks should be encouraged wherever possible. These should be provided, especially at the lower levels, as a means of encouraging all pupils to explore a wide variety of fields of human endeavor.

The elective program has its own weakness which cannot be denied. Electives are often too rigid, too highly organized, and insufficiently adjusted to growing interests and changes in outlook. Every elective course should each semester have to fight for its very life in the

emerging curriculum. If a course disappears because pupils do not feel a need for it, such is probably no reflection upon teachers. It is an indication that personal needs are more adequately met in other interest areas.

The entire field of special interests deserves considerably more experimentation and exploratory study than it has received in recent years. There is need for the opening up of new areas in the form of special elective courses and units at each level of the secondary school. There are many possibilities which have not been considered adequately. Motion pictures, radio, aviation, personality development, community planning, speech arts, photography, special science fields, business interests, crafts, home hobbies, creative writing, and music are areas rich in possibilities. There is too strong a tendency to keep elective courses generalized, to retain them over a long period of years, and to herd pupils into them regardless of abilities and aptitudes. Attractive course titles, timely learning materials, considerable freedom of choice are essentials of the vitalized elective program.

It is a part of the democratic responsibility of high schools to give all young citizens opportunity to explore their interests in the major areas of human activity. At the present time we tend to force the more intellectual pupils into academic electives. These boys and girls are required to spend some of the most precious years of their lives taking algebra, geometry, foreign languages, world history, and classical literature. It is a crime to deprive these selected pu-

pils of possible life interests in the many practical art and fine art areas. Similarly with the less academic pupils. There is a tendency to groove these latter boys and girls as early as the ninth grade into certain vocational curricula. Full personality development demands wide interests and exploratory opportunities for all types of pupils.

This plea is for a greater variety of electives at all secondary levels, more freedom of choice, and less early specialization of pupils. Vocational and college preparatory work can well be deferred to the eleventh grade for most pupils. There should be more concern with the exploratory, avocational, and general interest courses than with highly preparatory, specialized electives. Further, schools must seek to capitalize existing agencies outside the campus to a greater extent. Many special interests can be quite ably taken care of by allowing pupils to carry on certain studies under school direction in semi-educational organizations of the community and through special arrangements with business agencies.

It is recognized that it is much easier to offer a traditional set of electives than to arrange courses for groups of pupils as needs arise. The school's administrative machinery runs more smoothly if pupils stay put. However, education in a democracy demands that each individual be allowed to develop his potential abilities in a variety of experience areas. To do this means that we cannot fully conform to the year's master program as outlined in the offices of a school at the beginning of the year. We can well

afford to become more sensitive to the need for providing a variety of opportunities whereby young people may discern and develop their aptitudes as evidence of these arises. To do this it must be made easier for pupils to get into and out of courses and to sample many potential fields of study.

In conclusion, we would like to acknowledge that there are two major facets to the evolving curriculum. First, there is the broad, unified program of general education, which is represented by the core studies now developing experimentally in many schools throughout the country. Second, there is the elective program planned in terms of growing personal and groups interests. The two are somewhat related but also are somewhat independent of each other. In a democracy every young citizen should have adequate opportunity to discover and develop his individual aptitudes regardless of college preparation, local requirements, and vocational studies.

Most important of all we must make certain that the core program is not allowed to occupy too much of the school day which is precious short at best, and this no matter how essential the core may appear to some. Boundary lines must be set beyond which no requirements may go. The sacred precinct of individual freely elected studies must be reserved at all levels no matter what the cost. If we can do this we will be amply repaid in the increasing number of "rich, many-sided" personalities who will go forth from our schools in the years to come.

THE CURRICULUM MAKER'S RESPONSIBILITY FOR GUIDANCE

By WALTER V. KAULFERS
Stanford University and Menlo School

"It is not a very satisfactory solution for an institution to bid merely for the best and hope that the poorest will go elsewhere. The people want education for their children, and it must be provided—somewhere. . . . Colleges must be prepared to adjust to a wider range of abilities and needs within their own walls. Instead of hoping in vain for a solution through selection and elimination, they must turn to adjustments within if they would give both genius a chance and do a worthwhile service for the less gifted."¹

The foregoing quotation furnishes the background for the topic of this paper: What are the implications of contemporary trends in education for a reorientation of the curriculum to facilitate guidance?

It is probably not unreasonable to assume as a premise that whenever the secondary school makes the attendance of all boys and girls compulsory, it obligates itself to make due provision for the varied abilities, needs, and interests which a policy of universal democratic education inevitably brings into the classroom. It is little short of an educational crime to compel school attendance and then to insist upon maintaining only a single uniform

type of curriculum offering for all adolescents who are obliged to enroll. To demand the attendance of all boys and girls, and then to proceed to impress upon them their own deficiencies, or superciliously to classify them into groups of "inferior" ability as judged from *a priori* standards, is to belie any profession of faith in democratic education.

All the guidance data in the world cannot suffice to adjust all the children of all the people to a regimented program of content handed down from the universities and governed by uniform *ex cathedra* standards imposed from above. Since 1890 the secondary school population has increased in many localities as much as thirty fold, yet in not a few of these communities the traditional pattern of course offerings continues in effect with relatively minor modifications. As long as this insistence upon the maintenance of the *status quo* persists in the public secondary education, just so long will guidance be forced to concern itself primarily with the futile task of attempting to fit all human beings with the same shoe, and to devote its best efforts to the rather negative remedial task of treating the psychological callouses, bunions, and corns which must inevitably ensue.

If the case data on file in the offices of guidance counselors mean anything at all, they give proof that the heterogeneity of abilities,

¹The Texas Commission on Coordination in Education. "Results of the 1935 Testing Program." Research Bulletin Number Three, University of Texas, Austin, Texas, 27 pages; page 25. (Report compiled by Herschel T. Manuel, Director of Research, with a foreword by Joseph U. Yarborough, Chairman of the Administrative Board.)

needs, and interests prevailing in secondary education is as great as that obtaining in society at large. For every doctor, professor, lawyer, nurse, barber, waiter, janitor, or bootblack in America, there is a potential prototype in nearly every classroom. If the psychological test scores on file in our guidance offices support any one conclusion, they show beyond doubt that mental differences are as great as physical differences in height or weight, and that consequently any effort to make all individuals measure up to a standardized program of curricular offerings is destined to prove as foolish as it would be to insist that all human beings jump over a five-foot bar.

The futility of conceiving educational guidance primarily as a process of adjusting students to the curriculum is now generally taken for granted. As an educational service, guidance is showing a marked re-orientation, like the profession of medicine, from primary concern with remedial cure, to emphasis on preventive hygiene of the body and mind. In keeping with this trend, data covering the entire case history of the child as a total personality are gradually being assembled. Based on objective measurements of known limits of reliability and validity, these data generally suffice to indicate, if not the precise route, at least the general direction in which the individual should travel. Yet when the counselor attempts to help the student to choose the most appropriate educational route he is often faced with the sorry fact that after all there is but one highway open, and that frequently this lone route leads to destinations too re-

mote for the learner to attain or too widely separated from his goals to make the effort of the journey worthwhile. It is for this reason that guidance offices in some institutions have been prevented from becoming more than a sort of combined information-bureau and repair-station, whose officers occasionally serve as a highway ambulance patrol.

Insofar as the present emphasis on guidance bespeaks an increasing interest in the learner as a personality, it represents a most salutary and necessary development in contemporary education. Knowledge of individual differences, their nature and extent, and their implications for the curriculum, is obviously indispensable to an effective ordering of the learning environment. At the same time, however, one is led to wonder if the general concern with "guidance problems" is not at least in some degree symptomatic of widespread conditions of curricular maladjustment as regards pupil ability to pursue with profit the conventional offerings of the secondary school. It is significant to observe that in institutions noted for their progress in curriculum revision, guidance problems are seldom mentioned. This obviously does not imply that effective guidance services are not provided. Indeed, there is every reason to believe that they equal the best to be found anywhere. Neither does it mean that guidance problems do not exist. More likely it implies that the means for making guidance materials and services functional are provided through a

flexible differentiation of curriculum offerings to accommodate differing needs.

In a sense, the science of guidance, while still in its infancy as compared with its potential development, has nevertheless out-distanced our ability to make full use of its findings. Just as in the field of science the contributions of research surpass our ability to profit therefrom in daily life, so in the field of guidance knowledge of individual differences often remains functionless in the face of an inflexible curriculum. All this leads back to the thesis that there must be a more conscious recognition of the reciprocal relationship between guidance and the curriculum. Guidance problems cannot be solved through mere attempts to adjust the individual to the school. Neither can they be solved entirely by attempting to adjust the school to satisfy each individual. As long as the world cannot transform itself to suit the pleasure of every individual in after life, the development of ability to make appropriate self-adjustments required by the group welfare must remain one of the important functions of guidance in public education.

The golden mean is probably a differentiation of the curriculum to insure more than one approach to educational goals. Traffic has increased in the school-world as on the thoroughfares of the world outside. The traditional highways are overburdened. Innumerable stop-and-go signs and frequent low-speed zones annoy the traveler who is anxious to reach his destination; while traffic jams, competitive driving, and dangerous curves and

intersections fray the nerves of those who would like to enjoy the trip. The conclusion is obvious: New highways must be built.

The implications of this analogy for a differentiation of the curriculum to facilitate guidance can perhaps be made clearer by means of an example: Less than a generation ago, the only road connecting the writer's community with San Francisco was a two-track highway known as *El Camino Real*, or Highway 101. For the sparse population which inhabited the region, and for the limited traffic which patronized the public thoroughfares, one double-track road was sufficient. As outlying population centers multiplied and expanded, and as the means of transportation increased, however, one highway no longer sufficed to accommodate all needs. Consequently there was built a new route, paralleling the original *Camino Real*. Known as the Bayshore Highway, the latter is a four-track road, relatively free from boulevard stops, fifteen-mile zones, and traffic hazards in the way of dangerous curves or intersections. While less scenic than the original highway, it is far more economical in time, and safer for highspeed driving. It is the ideal route for the business man or for those who wish to reach the city in the shortest time.

More recently, the increase in motor transportation has led to the construction, on the crest of the neighboring Coast Range, of still a third approach, known as the Skyline Boulevard. Though considerably longer, it is beyond doubt the most scenic. Indeed, a ride via this route would be worthwhile in it-

self, even if the motorist were to turn back without reaching his original destination; for at every turn he is afforded exquisite vistas of the surrounding Santa Clara Valley and of the distant Sierras. It is the ideal route for the tourist, or for the excursionist who wishes to enjoy the scenery along the way and to secure a panoramic overview of San Francisco.

It will be noted that these routes all lead to the same destination. It will be observed also that the choice of route is left to the discretion of the motorist: which road he takes depends largely upon his personal needs and interests; if he wishes to stop in communities along the way, he ordinarily chooses *El Camino Real*; if he is in a hurry to reach San Francisco he generally selects the Bayshore Route; while if he wishes to entertain guests with a sightseeing trip to the city, he often prefers the Skyline Boulevard. In no case is the choice of highway limited by traffic regulations reserving this or that thoroughfare to cars of a given make or given number of cylinders. There are no signs saying, "This highway reserved for Lincolns, Packards, and Cadillacs," or "Model T Fords follow this detour." Indeed, the system is so flexible that it is possible for the motorist at convenient intervals to cross from one highway to another with little or no sacrifice of time; and for those choosing to change from one highway to another, no stigma whatever is attached. Nothing in the way of social or intellectual prestige differentiates one route from another. The intrinsic merits of the road selected depend upon the motorist's

needs and purposes at the time, and may quite legitimately vary from individual to individual, as well as for the same individual on different occasions. Cannot the public secondary school take heed from this example? How can public education do otherwise and maintain a pretense of being democratic?

Obviously it would be depreciative of the efforts of many frontier workers in curriculum building to overlook the significant attempts at differentiation which have already been made in divers fields and in divers communities. It is none the less true, however, that the success of these revisions in terms of pupil adjustment has frequently been handicapped by a most unfortunate choice of bases for differentiation. All too often any variation from the traditional program has been reserved for pupils of lower intelligence or for those who are regarded as non-college material. With the stigma "non-recommended for college" attached, few offerings, however worthwhile, could be expected to prove popular. Thus it is that in many junior colleges, despite the terminal function which they profess to serve, so-called "diploma" courses are often shunned even by those who would normally be interested therein. Apparently things have come to such a pass in our extrinsically motivated system of education that students will no longer even warm the benches without college recommending credit. Consequently, as long as odious comparisons between college and non-college preparatory curricula are fostered, the maximum benefits of any effort to

differentiate offerings will seldom be realized.

The selection of mental ability as a basis for curriculum differentiation is obviously predicated upon the premise that the traditional curriculum is ideally suited to the needs of all students and that every pupil should therefore master a conventional minimum of subject matter. In actual operation this policy often means that pupils are merely exposed to a slow and more sustained torture on materials which they could never master anyway. It should be self-evident that whenever the secondary school increases its enrolment — in some communities by as much as 3,000 per cent—it can no longer expect to meet the needs of all adolescents merely by diluting the traditional pabulum with time, however well-balanced it may have been for the secondary school population of three decades ago. In the high school today are thousands of boys and girls who require not a mere time-diluted ration, but an entirely different dietary regime. However, if their fare is to be disparagingly labeled a poor-man's diet, it is not destined to be consumed heartily, and some will even prefer to go hungry rather than partake of it.

It is not exactly true, as some proponents of ability grouping have asserted, that people of like intelligence flock together in after-life. (Hence, why argue against ability grouping in school?) It is probably nearer the truth to say that people of like *interests* flock together to the extent to which their economic status allows, and that any seemingly homogeneous mental groupings in social life are ascribable to

native intelligence only as one of several secondary factors, to the extent to which it serves as a qualifying influence, like health or the environment, to condition the operation of interest either as social integrator or social diversifier.

There is a growing conviction that all forms of supercilious intellectual snobbery which lead to a denial to the common man's child of the benefits of exposure to fields of culture merely because he does not have the time or ability to pursue them in terms of a fixed, traditional routine (designed for an entirely different generation of students) are inconsistent with the democratic tradition of American public education and wholly out of keeping with the spirit of the times. The detention of the masses in a state of regimented intellectual peonage, through the imposition upon the many of academic standards appropriate only for the few, represents a method of public education more compatible with monarchism or fascism than with democracy.

The experience of numerous secondary schools indicates that differentiation is both practical and remunerative in outcomes. From the standpoint of sound educational guidance alone, it is worthy of serious consideration as a means for making guidance materials and services functional by providing the alternate routes needed to accommodate the increase in traffic along the educational highroads. It is no longer sufficient merely to widen the old roadways, to erect stop and go signals, or to eliminate dangerous curves and intersections: *New highways must be built!*

PROGRESS OF THE GEORGIA CURRICULUM PROGRAM

By PAUL R. MORROW

Director of Curriculum Research, State Department of Education of Georgia

The Georgia curriculum program was planned in December, 1933, and began in the summer of 1934 in the teacher-training institutions of the state. About three hundred teachers and school administrators took introductory courses on curriculum problems during that summer.

During the school year, 1934-35, state-wide study of curriculum problems was initiated. School people who had taken summer school courses on the curriculum acted as leaders for eighty-five study groups conducted in fifty-five communities of the state. Standards for curriculum libraries, for meetings, and for qualifications of leaders of these groups, were effected. A guide was published for use of study groups on curriculum fundamentals.

The state-wide study of curriculum problems has been one of the most successful phases of the Georgia program. Success has been largely due to the requirements of a trained leader for each local study group, a minimum of fifteen meetings of two hours each, and a minimum curriculum library of fifty dollars worth of books and other publications on the curriculum.

The work of local community study groups has been supplemented by the curriculum courses of teacher training institutions in the summer schools of the state. To date about ten thousand white teachers and school administrators, and one

thousand of the negro teachers, have experienced the work of curriculum study courses. Approximately two-thirds of the white teachers of the state have had this work. This year the study program is continued among teachers not yet reached by the program. Two thousand copies of the published guide for study groups have been distributed this fall by the State Department of Education.

The Georgia program is a co-operative program of the public schools, the State Department of Education, the University System of Georgia, the private and endowed colleges of the state, the Georgia Education Association, the Georgia Congress of Parents and Teachers, and the Georgia Federation of Women's Clubs. The official name of the program is "The Georgia Program for the Improvement of Instruction in the Public Schools."

The organization and administration of the Georgia program has been very fortunate and successful. Cooperation of the teachers and administrators in the public schools with the State Department of Education and the colleges and universities has been close and harmonious. State leadership has been found and developed for the program. This fact has contributed to a considerable amount of state pride in the program. The colleges and universities have increasingly liberalized their entrance requirements

in accord with needs of the program. For example, Emory University, at Atlanta, has recently changed its entrance requirements to admission upon a high school diploma with recommendation of the high school principal.

The work of all committees of the program has been marked by serious effort and excellent results. Some of the committee reports have appeared as publications in the program. A list of them is furnished at the end of this article.

Public schools have been encouraged to make curriculum changes very slowly, to begin with interested and capable teachers, to carry their communities with them, and to continually evaluate results of changes. Many schools and school systems have begun changes. In general, these changes have been attempts to more definitely meet the needs of communities and the state, and to tie up the work of the schools with the needs, interests, and purposes of learners. Most changes have been effected in elementary schools, but the secondary school program has been improved materially as well.

This year, an official list of closely cooperating schools (elementary and secondary) have been named as demonstration centers for the program. These schools are generally under some supervision from neighboring teacher-training institutions, and all are under the supervision of the field supervisors of the State Department of Education. Teachers and school officials over the state are urged to visit and study these centers. It is anticipated that the official list of demonstra-

tion centers will be extended in the future.

Recently the official adviser of the program has been made a temporary staff member of the State Department of Education as Director of Curriculum Research. An Assistant-Director, offices and secretarial help have been provided for the work of producing and supervision of the production of curriculum materials for use in the public schools. A number of publications are under way. (See end of this article for list.)

The cooperation of teacher-training institutions has been close, and particularly through the work of summer schools in these institutions. Many curriculum specialists have been brought to the teacher-training institutions from outside Georgia to serve as instructors in the summer sessions. A variety of courses on the curriculum has been provided, and curriculum laboratories have been maintained in the larger teacher-training institutions. Next summer it is planned to have groups of teachers from the same school system attend the same summer school and there work out educational programs for their own communities in the curriculum laboratory provided.

At this time closer cooperation of teacher-training institutions with the state program in the matter of the teacher-training curriculum for undergraduate student-teachers is being sought. Certification requirements in Georgia have been recently raised, and liberalized to a degree which permits teacher-training institutions to try out new ways of training teachers for the public schools of the state.

Besides the changes for the better in certification requirements for teachers, two other recent events in the history of education in Georgia have given new inspiration to the curriculum program. One was the reorganization of the program of studies for high schools made by the State Board of Education in cooperation with this program in the summer of 1937. The second event was the provision of a multiple list of free textbooks for the public schools of the state, together with a plan of state aid for libraries in elementary schools. This was instituted in the fall of 1937.

At this time the program in Georgia is in a particularly favorable position because of the active interest of the governor, state legislature and all departments of the state government.

The future of the program in Georgia depends (as in the past) upon voluntary acceptance by teachers and school officials, and not upon pressure exercised by the State Department of Education upon the public schools. Changes will generally be made conservatively. It is hoped that the program will be self-sustaining as a result of its own processes. Within the state the Georgia program is generally favorably regarded as a teacher and lay educational program aimed particularly at the problems of public education which are most pressing in Georgia.

Much of the future success of the program will depend upon the degree of cooperation secured in the immediate future from the teacher-training institutions. The program may continue with success or fail, depending upon this outcome. The

program has been eminently successful with teachers-in-service and with teachers-in-training. Questions may well be raised about the amount and kind of preparation which is being furnished to student-teachers in teachers' colleges and in departments of education of colleges and universities of the state for a better curriculum in the public schools.

The following publications have either appeared or are under way, as indicated below:

1. Bulletin No. 1, *The Organization and Conduct of Teacher Study Groups*. Printed in 1935; revised in December, 1937. A guide for teacher study groups on curriculum problems.

2. Bulletin No. 2, *Guide to Curriculum Improvement*, 1937. Contains reports of committees on aims, scope, and procedures.

3. *Parent-Cooperation in the Georgia Program for the Improvement of Instruction*, 1935. A study guide for parent-teacher groups.

4. *Statement of the Curriculum Committee Appointed to Make Recommendations on the High School Program of Study for Georgia*, 1937. Contains the suggestive program of study for high schools in Georgia.

5. *Requisition for State Owned Elementary Textbooks*, 1937. Contains multiple list of free textbooks for elementary schools of the state.

6. *Requisition for State Owned High School Textbooks*, 1937. Contains multiple list of free textbooks for state high schools.

7. *Certification of Teachers*, 1937. Contains requirements for teacher certification and training in Georgia.

8. *Report of Source Materials Committee for Education for Citizenship*, 1938. Lists of suggestive materials for elementary and secondary schools in citizenship education.

9. *Report of Source Materials Committee on Problems of Communication and Transportation*. Lists of teaching-learning materials on communication and

transportation for elementary and secondary schools.

10. *Report of Source Materials Committee on Health Education*. Suggestive materials for health education in elementary and high schools. (Available in early spring.)

11. *List of Distributors of Educational Films and Related Materials, Annotated*. (In preparation.)

12. *Report of Committee on Occupational Guidance*. (In preparation.)

13. *Survey of Health Needs in Nutrition in Georgia Communities*. (In preparation.)

14. *Guide for Use of State Adopted Textbooks*. (In preparation.)

15. *An Eighth Grade Health Program*. (In preparation.)

16. *An Industrial Arts Curriculum for Public Schools in Georgia*. (In preparation.)

17. *Guide for Teachers of Home Economics on Curriculum and Methods*. (In preparation.)

18. *Cotton in Georgia*. (In preparation.)

19. *Natural Resources of Georgia*. (In preparation.)

20. *A Series of Publications in Vocational Agriculture*. (In preparation.)

21. *Interpretations of the Scope of the Curriculum for Georgia*. (In preparation.)

Available materials may be secured from M. E. Thompson, Director of the Georgia Program for the Improvement of Instruction, State Department of Education, Atlanta, Georgia.



INTEGRATION AND THE EDUCATION OF TEACHERS

By HEBER HINDS RYAN

New Jersey State Teachers College at Montclair

The words which make up the terminology of this profession are unfortunately subject to shift in meaning. Under pressure of misdirected enthusiasm, unscrupulous opportunism, and other forms of abuse, some of our terms come to cover such a range of meaning that at times like this, speaker and audience cannot be sure that they understand each other. One finds himself wishing for the precision of medical lingo.

"Integration" is one of those terms which refuse to stand hitched. Its enthusiasts have tried it on every kind of teaching problem, and so stretched the idea out of shape. Its opponents have deliberately misrepresented it in order to make it abhorrent to as many people as possible. So we are a little confused about its real nature.

The essence of the term "Integration" is unity. It implies a purpose, a program, and teamwork. Its emphasis is upon the teamwork. When the educator uses the word, he is looking at his job as the football coach looks at his problems. Whatever the admiration that the coach has for the individual prowess of his players, he realizes that success depends less upon what each player does for himself, and more upon what the players do for each other. Education is like that.

There are at least four uses to which we put this term, "Integration." First, there is "Intellectual Integration" which refers to team-

work among ideas. It is the preventive for the misfortune of being educated beyond one's intelligence, of knowing so much as to be densely ignorant. Second, there is "Emotional Integration" which implies the organization of one's sense of values and one's emotional drives into coordinated effort. It is intended to prevent the development of the kind of person whom Woodrow Wilson once described as rushing out of the house, mounting his horse, and riding off in all directions.

These two, intellectual integration and emotional integration, are often combined into one concept, "Integration of Personality."

Third, we speak of the "Integration of Society," which is the process of organizing society, by means of common knowledge, understanding, and ideals, so that it may work efficiently for its own good. Our American way of doing this is not to be confused with the methods of Germany, Italy, Russia, or Japan.

Fourth, we experiment with the "Integration of Subject Matter." We think of this as a means to all the other kinds of integration. The immediate purpose of the integration of subject matter experience is the integration of meaning in the mind of the learner. The success of any plan of subject matter integration must be measured in terms of just this thing—the integration of meaning in the mind of the

learner. We professional educators have been deceived for many years by the ability of the brighter pupils to accomplish unaided a modicum of integration of meaning. These occasional naive achievements have lulled us into a false confidence in the protections which beneficent nature throws about the human young, and have blinded us to the possibilities of a planned integration.

There are two major types of integrating procedures: the "pouring in" and the "drawing in." The "pouring in" type may also be called the "synthetic type." Here we pour into the curricular pot certain measured portions of standard subject matter, according to a predetermined recipe. The critical part of this plan is of course the recipe.

The "drawing in" type of integration is that in which the pupil or the class occupies a small arena where it comes to grips with problems of human life. As the struggle goes on, it reaches out into all fields of human learning to bring to its assistance organized sections of that learning. In this plan, there are two critical factors: the judgment of class and teacher in the choice of subject matter; and the relative competence of the teacher or teachers in the various fields which must be used. Each of these techniques has its place in the training of teachers.

In this paper, we are chiefly concerned with the integration of subject matter as a means to the integration of meaning in the mind of the student. But in passing, let us pay our respects to the question of the integration of the personality of the young teacher. Whatever the attitude of the educator may be

toward this question, there is no doubt about that of the intelligent parent. Father and mother are becoming more and more sensitive to the importance of the teacher's personality. The irritable, vengeful, quarrelsome teacher, with no genuine intellectual interests, no hobbies, no systematic play habits, devoid of these characteristics which make human beings human, will be marked for early retirement if the parents have their way about it. From their point of view, no amount of academic erudition can compensate for a dilapidated spirit. A mind that is merely impregnated with academic lore will not suffice where mental efficiency and mental hygiene are such conspicuous desiderata. Let us therefore set down as a *sine qua non* in teacher training, a well integrated personality.

There are three questions which one may ask about the teacher-in-training, to throw into relief the importance of the integrated program:

1. What kind of person is the student becoming? What is this individual like, who is to be in close exemplary relation with the oncoming citizenry? Regardless of the field of knowledge in which we expect him to become peculiarly competent, is his education bringing him the effects of culture? What are the arts doing for him? Has he any capacity for relaxation, for recreation? Has he a compelling interest in the public affairs of the day? Is he competent as the custodian of his own health? Has he taste in manners, in humor, in dress? Has he ideals by which to steer his course through the maze

of personal and professional temptations? What kind of person is he becoming? No college can discharge its responsibility for this side of teacher training by leaving such matters to chance or to the student's casual contacts with specialized courses. It must take pains to see that experiences are provided which represent genuine opportunities for these kinds of development.

2. How valid, complete, and faithful a view of life is the student developing? Will he see the relation of what he teaches, to the pupils' present and future life? Will the things that he teaches show up as higher levels of pupil conduct? Will he have the perspective necessary for the sensing of relative values? Does he know the difference between our plan of government as it appears on paper and as it operates behind the scenes? Does he know that people act as they feel, not as they think? Few students can hope for such a mature point of view as an outcome of contacts with rigidly departmentalized subject matter. There must be a plan and a program.

3. Will the student, in the role of teacher, be competent to present subject matter experience to pupils in such a way as to integrate meaning in their minds? On this question hangs the educational fate of the majority of secondary school pupils. In the elementary school the dominant purpose of instruction is the development of the means to learning. In the early years of the secondary school, the purpose swings rapidly over to the application of these skills to the problem of finding out about the world and its people. The majority of adoles-

cents are so constituted that to them as unaided observers the view afforded by systems of knowledge will be composed of separate and strangely unrelated scenes. If those pupils are to become able to see the environment as a comprehensive and coherent picture, they must have the painstaking assistance of a teacher who sees the environment in that way, and who at the same time is thoroughly familiar with the individual scenes as research has revealed them.

The teacher-in-training, therefore, is not to be confused with the liberal arts student. The latter can go his way after graduation, and wave his diploma at those who challenge the quality of his education. The teacher is on another kind of expedition: he faces the problem of using what he knows, to improve the wisdom and the behavior of children. In that dilemma, the diploma becomes a scrap of paper. The true value of the diploma's antecedents is bathed in a strong light. The question is no longer, "How great an intellectual triumph is Course 322A—and the passing thereof?" It is rather, "What does Course 322A mean for my life and the lives of my pupils?"

If the future teacher is to be ready for this problem, his course of training requires a liberal sampling of integrated courses. He must be shown what integration means, and how it may be accomplished. He must be given some assistance with regard to the wholeness of his own vista. He must learn that after research has tried its hand on a given area of the environment, the whole of that area is often not equal to the sum of its parts.

As an example of a plan for integration in the training of teachers, let me offer a sketchy description of one of the standard experiences of the Montclair freshmen. During the second semester, the freshman carries six parallel courses, as follows: Social Studies 100B, Civilization and Citizenship; Integration 100B, Social Interpretations of Education; English 100B, World Literature: Its Masters and Its Forms; Music 100B, Music and Art Appreciation; Geography 100, Physiography; and Science 100, The Physical Sciences in Modern Life.

These courses are taught by representatives of the several departments. Each course is woven about a thread of chronology, beginning in ancient times and running to the present. The greater part of the time and energy is devoted to the modern period.

It is evident that in this plan there is opportunity for both horizontal and vertical integration. The vertical integration depends upon the spirit and purpose of the instructor himself, and upon his consequent care in relating the significant events of an earlier day to situations, events, and feelings of today. The horizontal integration depends upon the desire of all these instructors for a complete picture of each period, within the limits of the time allowed. We are a little slow to see that the history of education has but small signifi-

cance unless it is actually the history of education in its social setting. In an effort to build this complete picture, the instructors exchange syllabi, confer informally, and hold meetings from time to time in order to keep each other informed of the progress of the enterprise.

And may I say, as an observer of this plan, that the spectacle of the whole faculty of a teacher-training institution working in enthusiastic harmony upon a project which is obviously and avowedly intended to develop teaching ability, is a pleasing contrast to the self-centered internecine warfare which has characterized some of our colleges and universities.

The teacher-training curriculum should be an integrated experience. From the beginning, it should be controlled and oriented by its vocational purpose. Courses in all departments should be frequently scrutinized and evaluated as to their contributions to this purpose and as to their reinforcement of other courses. The laboratory school and the cooperating schools, with their opportunities for observation, participation, and student-teaching, may act as an integrating experience to give meaning to the whole training. The faculty's deliberate adoption of a functional point of view will do much to point the efforts of the teacher-training institution toward its appointed goal.

THE CHALLENGE OF THE LITTLE RED SCHOOLHOUSE

By JOHN E. BREWTON

George Peabody College for Teachers

More abundant living and consequently more abundant learning are possible in the little red schoolhouses of rural America.

Since 1928 much has been written about consolidation and the passing of the little red schoolhouse. Little, however, has been written about the problems of those who have carried on in the education of the millions who still attend the one- and two-teacher schools of the country. America's passion for bigness and the panacea of consolidation have served to obscure somewhat the great unsolved problem in American education today—the problem of the small rural school.

For ten years we have heralded the passing of the little red schoolhouse. But the little red schoolhouse is with us still, 163,000 strong! Over five million rural children attend these one- and two-teacher schools taught by 187,000 teachers. These are the forgotten millions of children that await a solution to the problem of the small rural school that will insure them of their rightful heritage in a democracy—an equal educational opportunity with urban children.

Instead of being a passing institution or one of rare occurrence, the small rural school is still the predominant institutional pattern in America. Today, in spite of the definite trend toward consolidation, over fifty per cent of the school buildings in America are one-room schoolhouses. If the present rate

of consolidation can be maintained, which is not likely, it will be 1997 before the little red schoolhouse becomes an extinct institution in America. It is a little premature, therefore, to speak of the passing of the small rural school in America.

Since there are some 163,000 of these schools at the present time, and since it will be at least some sixty-odd years before the most optimistic advocates of consolidation can hope for the abandonment of all small rural schools, it seems imperative that something be done to improve instruction in these schools where millions of farm children are getting and will get their entire educational opportunity. It seems equally imperative that teacher-training institutions attack the problems of the small rural school in a fundamental manner and do something to help the teachers who are attempting to guide the education of these rural children.

The small rural school is looked upon as a square peg in a round hole—a misfit in the administrative and supervisory pattern in vogue. Administrators and supervisors accustomed to thinking in terms of graded schools have had neither the insight nor the inclination to attack seriously the problems of the rural teacher. Likewise, normal schools, ambitious for their graduates to get the most lucrative positions, have provided an educational program designed to fit their students for graded school posi-

tions in town, city, or consolidated schools. Consequently, when a teacher has found herself in a small rural school she has been faced with a dilemma not knowing which way to go or what to do.

The small rural school and the teachers in these schools have been neglected too long. A superintendent of a Southern state has summarized the situation in these words: "One of my state's greatest educational problems is her small schools. Many of these schools are inadequate, because they are neglected—not necessarily because they are small."

Educational leaders, like Americans generally, have suffered and are suffering still from the delusion that bigness is goodness, that merely because a thing is big it possesses desirable qualities. The chain store is better than the small corner grocery; the consolidated school is better than the one- and two-room rural school. Often they are, but they are not better merely because of size as we too often assume. Likewise, there is nothing, as we have too often thought, inherently bad in smallness. We have attributed the existing evils and deficiencies found in small rural schools to their smallness. They are small schools and consequently inefficient. If they were larger they would be efficient.

Two fallacies in educational thinking have resulted from such reasoning: first, that the only real solution to the small rural school problem is consolidation; and second, that small rural schools cannot be made very effective. The sooner we recognize these statements as fallacies, become con-

scious of the fact that the small rural school can and should still play an important role in American life, and begin to plan an administrative, supervisory, and instructional program for these schools, based on careful research, the sooner will these schools and the children in them become forces for the improvement of our democratic society.

An effective educational program can be provided for children in the small rural school. This statement is not invalidated by the fact that in many small rural schools the educational program is not effective. Causes of ineffectiveness are many. Chief among them are poor buildings and equipment, inadequately trained and underpaid teachers, little if any supervision, and a neglectful attitude on the part of the administration. Given the advantages enjoyed by urban schools, such as adequately-trained teachers, sufficient instructional materials, and enlightened supervision and administration, small rural schools can be made most effective.

It should be recognized that the small rural school possesses certain inherent advantages over urban schools. We have concentrated our attention so fervently upon the disadvantages of the small ungraded rural school that we have been blinded to the potential possibilities and advantages inherent in the little red schoolhouse itself and in its rural setting. If in these schools real learning is to take the place of rote learning we must recognize and utilize the inherent advantages of rural schools and of country life in our rural educational program. Children must stop sitting in these

schools all day waiting for something to happen that never happens. They must cease the day-by-day meaningless recitations or incantations. Rural children and rural teachers must become vibrantly alive and active.

There must be more abundant living and consequently more abundant learning in rural schools. Rural teachers must capitalize upon the inherent advantages of these schools and develop a superior program of living and learning. These advantages are to be discovered in the small ungraded school itself as well as in the rural setting.

Among the advantages of the small ungraded school are:

1. A more normal family-like living situation in which the children of all or more than one grade live and learn together in one room;

2. The existence of plain bare realities which force children to assume responsibilities and become active good citizens of the school if they are to be comfortable;

3. The educational value of association of older with younger children and of younger with older children, the older children having the opportunity to grow through assuming human responsibility for the younger ones, and the younger ones having the opportunity to learn through natural contacts with older children;

4. Physical facilities which in their very inadequacy may serve to stimulate teachers and children to resourceful and creative activity, certainly, in any case, a flexible physical setting which lends itself to much improvement suggestive of real educational experiences;

5. Fewer pupils allowing teacher to know individual children and provide for their individual needs and interests;

6. Intimacy between pupils and teacher; and

7. Closeness of school and community.

The rural setting provides further potential advantages. Among these are:

1. A rural environment relatively simple, yet varied and rich, and correspondingly more understandable and teachable;

2. A rural community life which may be looked upon whole, not piecemeal, thus making its social processes more easily examined and more readily understood;

3. Rural situations in which there are many possibilities for real learning activities such as participation in community enterprises, planting wild shrubbery at school and at home, and the like;

4. An environment replete with opportunities for first-hand experiences in producing food, transporting produce, protecting and conserving life and health, safeguarding property and natural resources; and

5. Brooks, trees, animals, fields, green things growing—all that nature has meant to man down through the ages.

We need to develop an instructional program for small rural schools which will provide for overcoming the handicaps of teaching children of more than one grade in a room and for using the many potential educational possibilities inherent within the small rural school itself and in the rural environment. Such a program would not and

should not prevent consolidation when consolidation is a natural and desirable thing, but would prevent consolidations which are made for consolidation's sake only. More important, such a program would provide superior instruction, enriched living and learning for rural boys and girls in small schools.

Small rural schools have never been given a chance to develop a real educational program. Not until our present practices regarding these schools are reversed will we know how effective small rural schools can be. Gaumnitz¹ suggests what such a reversal of practice might do. He says: "If current practices of education were

changed so that the finest, the more experienced, and the best trained teachers were attracted to the more difficult positions in the small school and their work facilitated with adequate equipment, instead of the opposite, there can be no doubt that such teachers, with the advantages inherent in the rural settings of these schools and the close pupil-teacher-community relationship possible in them, could not only find adequate solutions for the problems due to smallness but could actually make these schools the most effective part of the entire system of education."

Will not some state in planning its educational program accept this challenge of the little red schoolhouse?

¹Gaumnitz, W. H., "The Importance of the Small School—Its Major Problems," *The Phi Delta Kappan*, 19: 209-213, April, 1937.



CURRICULUM RESEARCH

ULLRICH, FELIX HELMUTH — *The Importance of Educational Aims and Objectives in Curriculum Construction*. Austin: University of Texas, 1937. Doctor's dissertation.

Purposes of this study are: to reveal educational opinion with respect to the importance of a philosophy of education and the place of aims and objectives of education in the development of curricula; to indicate the nature of recently-stated aims of education; to show how certain minority groups and other agencies have influenced the aims of education; and to show to what extent aims, objectives, and similar factors are integral parts of recently-published courses of study.

An intensive survey was made of recent writings in the field of curriculum development, and two hundred printed courses of study, distributed over a wide area, were analyzed.

The significance of a philosophy of education from the point of view of the curriculum constructionist is shown by these conclusions: (1) that philosophy serves as a guide for determining and selecting aims and objectives in education; (2) that philosophy gives direction to all the educative processes; (3) that philosophy helps to keep education in harmony with an acceptable social, economic, political, and spiritual life.

Functions of educational aims which grow out of educational philosophy are as follows: (1) aims help to determine methods of in-

struction and course content; (2) aims are suitable guides in giving direction to all school content; (3) aims help to give the public an understanding of what the schools are striving to accomplish.

This study shows that aims common to elementary, junior high, and senior high schools, as stated in courses of study are: health, mental efficiency, social efficiency, desirable appreciations and attitudes, moral integrity, worthy use of leisure, worthy home life, and civic responsibilities.

Objectives of the school grow out of the philosophy and aims of education. Although slightly different meanings have been attached to objectives as used in the different courses of study analyzed, the functions of objectives, in general, are stated as follows: (1) objectives make more certain that the aims of education will be achieved; (2) objectives enable one to select pupil activities wisely; (3) objectives are essential to any curriculum revision program.

This study reports an increasing tendency for curriculum constructionists to make use of educational aims and objectives. By way of comparison, it is shown that in 1920, objectives were seldom listed in courses of study, whereas, at the time of this study, 95.5 per cent of the recently-published courses of study contained objectives of one or more types.

In view of the recent widespread interest in curriculum revision, this study should have considerable influence. An abundance of material

was thoroughly analyzed, and the study seems to have been carefully carried on.

WILSON LITTLE
University of Texas

LOUGHREN, AMANDA — *Pupil Growth Over a Period of Several Months in the Mastery of Certain Mathematical Concepts at the Junior-School Level*. New York: New York University, 1937. Doctor's dissertation.

This thesis deals with an investigation of the extent of mastery by seventh, eighth, and ninth grade pupils of the sixty-three basic mathematical concepts included in Schorling's *Tentative List of Objectives in the Teaching of High School Mathematics*.

The results were adduced from a comparison of the difference in test scores made on the *Butler Test for Mathematical Concepts* in the three junior high school grade levels after eight months of classwork. An attempt was made to have the 1,095 subjects used in this investigation representative of pupils classified as "fast, average, and slow moving." The mathematics teachers of five junior high schools gave and scored the initial tests, while the author with two assistants corrected the second set of papers, compiled tables to show the distribution of test scores, and computed the per cent of correct answers made on each of the sixty-three test items.

The evidence indicates that there was a growth in the understanding of the concepts as a whole by each of the nine groups (the fast, average, and slow groups of the seventh,

eighth, and ninth grades) with the fast group of the ninth grade making the best gains. However, even this best group showed incomplete mastery of thirty-four out of sixty-three concepts. The data suggest a high probability of growth in mathematical thinking for all the "fast" individuals, from high to low probability for the "average," and low probability of growth for all the "slow" students.

The author recommends that more extensive studies of the same nature be made both on more diversified and more advanced groups to determine the proper grade placements of mathematical concepts for pupils of different ability levels. This study indicates that new methods must be discovered to insure deeper understanding and continuous pupil growth in the mastery of basic mathematical concepts for the better pupils, while a new course of study in mathematics is needed for the slow moving individuals.

A. E. KATRA
University of Illinois

OVERN, ORLANDO E.—*Changes in Curriculum in Elementary Algebra Since 1900 as Reflected in the Requirements and Examinations of the College Entrance Examination Board*. Reprinted from the June, 1937, issue of the *Journal of Experimental Education*. Teachers College, Columbia University. Doctor's dissertation.

Algebra was introduced into the secondary schools of America because of its practical applications in surveying and navigation, but after the colleges began to require

it for admission, the subject became more and more formalized. The tendency to emphasize purely manipulative technique reached its peak in about 1900 as a natural result of the "formal discipline" theory which was then widely prevalent.

To unify the requirements of the colleges a Committee on College Entrance was appointed in 1895 to make specific recommendations regarding mathematics courses in the elementary and secondary schools. Since 1901 the College Entrance Examination Board has issued and conducted entrance examinations annually in all the important high school subjects which the colleges require or accept for admission. With regard to algebra, these examinations show a tendency toward a decided simplification of material and a reduction of emphasis upon technique throughout the last three decades.

The author has analyzed the trends in algebra teaching and has given a brief account of some of the agencies responsible for the changes. The International Commission on the Teaching of Mathematics in 1908, the movement at the University of Chicago during this period, the organization of the National Council of Teachers of Mathematics, the effects of the Perry movement, and the National Committee Report in 1923 have all tended to reduce the emphasis placed upon manipulation and have increased the importance of the formula, the graph, and numerical trigonometry.

Since 1923 the expansion in secondary education; the attempts to break down subject matter lines;

the movement to integrate algebra, geometry, and other mathematics; the effort to make the function concept the unifying principle of all mathematics instruction; and the attempts to bring analytics and the calculus into the high school have all had an effect on the changes in policy of the College Entrance Board.

This study contains a detailed analysis of the examination questions of the College Entrance Board with examples of the changes in regard to abstractness, genuineness, pedagogical and educational values, and the functional relations involved. Appended is a 1935 list of states requiring at least one year of mathematics beyond the eighth grade with an indication of the probability of these requirements being increased, decreased, or eliminated. The universities of the United States still requiring mathematics and those specifying mathematics for certain courses are also recorded.

A. E. KATRA
University of Illinois

BAILEY, DONALD W.—*Adjustment in Transition from School to College*. New Haven: Yale University, 1937. Doctor's dissertation. Unpublished.

In the period of transition from high school to college what are the types of adjustment problems encountered by students? What factors are significantly related to the quality of adjustment students make? These are some of the questions which the present study attempts to answer.

The conclusions of the study are based upon an intensive analysis of the cases of 137 students, a sampling of a larger group of students representing a number of colleges. The study of the cases extended over the period of time from the senior year in high school to the beginning of the sophomore year in college, and included data from the earlier background of the students also.

The data concerning students who exhibited poor adjustment were compared with those about students showing good adjustment in order to discover the factors that showed a significant relation to either good or poor adjustment. Then a detailed analysis of individual cases was made so that the inter-relationships and the setting of the adjustment problems could be more clearly seen. In addition to the study of individuals as such, special groups of students were compared to see whether significant differences were evident in the relative quality of their adjustment. These groupings were based upon items such as fraternity membership, intelligence rank, and type of living quarters at college.

The problems encountered by the students in the period of transition were grouped under ten major headings: health, scholastic, financial, family and home, religious, moral and disciplinary, personality, social, living conditions and outreach. Among the factors which were found to distinguish the group of students high in adjustment and those relatively low in adjustment were: ability to make friends easily, parents' interest in school activities, contacts with faculty members other than advisers, reasons for attending college, and participation in extra-curricular activities. It is significant that the study shows that the students whose records indicated the greatest maladjustment were often from the group which, on the basis of selective processes now used, gave the best promise of success.

In view of the emphasis now being given to the development of personality through curriculum reconstruction and programs of guidance, the present study is very timely. It should be of special value to those who are concerned with the welfare of college freshmen.

B. O. S.



REVIEWS

COOK, LLOYD ALLEN—*Community Backgrounds of Education*. New York: McGraw-Hill Co., 1938. 296 p.

For those who believe that the pre-service preparation of teachers should be functional rather than theoretic, this book will be of interest.

It is a significant attempt to give to the young teacher-in-training a vital approach to the social phases of education. The book does not attempt to introduce the entire field of Educational Sociology. It rather presents an interpretation of the relation of school and community. It is therefore an introduction to the larger field, perhaps the most appropriate approach for the inexperienced teacher.

The first part of the book is devoted to interpreting the nature of communities. Case studies of various types of communities—the mountain district, the small town, the small city, and the great metropolis—are presented with interpretation of community characteristics and educational implications. Summing up the discussion of planning for community life, the author cites the position of the school at the center of conflicting forces. "The school's effectiveness as a builder of community morals has not been convincingly demonstrated. The teacher's task today is to educate young people for a more satisfying kind of social participation. It will involve a greater understanding of community influences shaping the child than is pos-

sessed by the average teacher now in service."

The main body of the book presents a discussion of the various "Social Forces Shaping the Child." In each chapter the role of the school in social control is defined.

Part III is devoted to a discussion of the social pressures that play upon the teacher and the school, not only in determining policies but in limiting and sometimes deterring from proper social functioning. A brief interpretation of the dynamic phases of modern education completes the book.

The book is written in a readable style especially appropriate for the teacher-to-be. The copious use of illustrations and case studies adds interest and vitality. Materials and references are well selected from very recent sources and suggested activities are feasible and enriching.

The book should serve the teacher training institution in its program of preparing the teacher for understanding of and participation in the curriculum adaptations now taking place in the schools. A valuable discussion of the progressive approaches to education is given.

The chief criticism of the book may be that the case material included to define the status of the teacher in the community might have been more happily selected. While it serves to define the difficulties of the teacher's position, it throws upon the instructor a heavy burden to correct misapprehension as to opportunities and satisfactions in the teaching profession.

Altogether this book should serve well as an introductory course in Educational Sociology, leading to a more adequate study of the field on the senior or graduate level.

PAUL IRVINE

Alabama Polytechnic Institute

. . .

MOEHLMAN, ARTHUR B.—*Social Interpretation: Principles and Practice of Community and Public School Interpretation*. New York: D. Appleton-Century Co., 1938. 485 p.

This book was written "for the man in the field and as a text for graduate students in education" (p. viii). It gives a broad and sweeping survey of the organization and functioning of public education and proposes policies regarding these. The book opens with a sound sociological description of the nature of public opinion and of the state, of the operation of custom and tradition, of the nature of the democratic process, and of the relation of the school to society. The remainder of the book is given to a very cursory consideration of policy regarding practically the whole range of problems with which a school administrator has to deal—board of education, teaching personnel, parent-teacher associations, the curriculum, the radio, adult education, etc. The treatment is, however, rather meaty because it presupposes considerable prior acquaintance with these matters on the part of the reader and makes proposals of policy for dealing with them in the light of the social philosophy of education set forth in the early chapters of the book. The style is authoritarian; value

judgments are made regularly, based on the author's convictions and on the philosophy of the relation of school to society on which the volume is founded. The central note of that philosophy seems to be that the schools should *follow* and express the popular will. Schoolmen should keep the public fully informed of the needs and the activities of the schools but they should never try to coerce the public, nor try to impose upon either children or society their own patterns of values. "As an agent of the state the teacher must reflect the character of its institutions. . . . As an agent of a democratic state he must be non-partisan, non-doctrinaire, non-missionary, and non-sectarian" (page 230).

The conception of education and of its functioning which pervades the book is that of a very moderate progressive. The school is to be a cooperative one as between pupils and teachers and as between schoolmen and public; but it is to be one in which schoolmen do the bidding of community representatives and in which teachers carry out the programs set by their supervisors. The volume is full of sound common sense. It should both stimulate conservatives to more progressive thinking and temper the erraticism of the recklessly radical.

C. C. PETERS

Pennsylvania State College

. . .

SMITH, DONNAL V.—*Social Learning for Youth in the Secondary School*. New York: Charles Scribner's Sons, 1937. 292 pp.

Teachers often charge that professional books over-emphasize theory while giving scant suggestions

for procedure. Here is a book that presents a clear and brief statement of principles of social learning together with detailed suggestions for curriculum reorganization.

The author's statement of philosophy can claim nothing of originality, even in phrasing, since it is frankly taken from the writings of Dewey, Beard, Cooley, Angell, Carr, W. J. Thomas, Sumner, and others. He quotes at length from Dewey, Beard, Cooley, and the *Fourteenth Yearbook of the Department of Superintendence*, and he has borrowed directly from these sources the concepts upon which his suggested program is based. After a summary of these concepts, he lists seven basic principles for a social studies program. In this statement of principles loom large such ideas as: learning is growth of the whole organism; education is the bulwark of democracy and individual liberty; society is dynamic; education should promote an awareness of a changing society; reflective thinking is the ultimate goal of education; learning results from interest; social development depends upon individual attitudes.

Smith utilizes Charles H. Cooley's classification of "primary groups" as the starting point for his curriculum plan, on the grounds that: (1) dominant group ideals arise in primary groups; (2) character is determined and most clearly expressed in primary groups; (3) all children are members of primary groups, and help to determine the group relationships therein; and (4) the study and analysis of primary groups constitutes a highly desirable type of guidance.

From the point of view of the average classroom teacher, particularly if that teacher is a member of a local curriculum committee, a helpful feature of this book is the suggested scope and sequence for a six-year secondary school social studies course.

In grade seven, the emphasis is laid upon a study of the commonest primary groups, such as school, family, and play group, with an analysis of the reasons and principles underlying social action. Grade eight studies the simpler non-primary group relationships which directly affect the individual; unit topics relate to community organization and government, community services, occupations, and the like. The ninth grade emphasis is upon the more complex non-primary organization of the international community. Units for the tenth year relate to "aspects of the environment which have been major cultural trends for a long period of time, and are still enduring forces in shaping social destiny," such as culture patterns, communication, religion, standards of living, and so forth. Grade eleven continues with a study of cultural trends more recent in development and more closely related to contemporary life, such as commerce and technology, industrial nationalism and imperialism, and world conflict. Twelfth grade study centers upon the development of American culture, "because, this year, more than any other, should constitute a preparation for immediate social participation." While the author outlines several units for grade twelve, he recommends that the plan for this

grade "should be flexible and adaptable to the particular needs of the moment."

The teacher will find further practical aid in seven chapters devoted to such topics as unit planning, teacher qualifications, selection of subject matter and materials, analysis and guidance of pupil interests, supervision of study, summarization, and professional growth. A complete and detailed interest inventory of 25 pages will challenge the interest as well as the time-budgeting abilities of the most energetic teacher. The last chapter, "Directed Study for Teachers," is made up almost entirely of selected and annotated references.

Social Learning appears to be an unusually practical and usable book for those interested in the high school social studies curriculum.

J. E. D.

. . .

ALBERTY, H. B., BODE, BOYD H., AND OTHERS—*Educational Freedom and Democracy*. Yearbook II, John Dewey Society. New York: D. Appleton-Century Company. 1938. 292 p. \$2.25.

The faith uniting the group who wrote this volume may be summed up in one sentence from the introduction: "Democracy stresses the importance of keeping the intelligence free from the continuous re-making of beliefs."

Authors of the various chapters agree that freedom for the teacher to deal with controversial issues is necessary in order that learners of all ages may have freedom to think and act with integrity. Several writers see the values of educa-

tional freedom in personality development, which is socially determined, and in enterprises directed toward the improvement of living for all members of society. They stress the importance of recognizing conflicts, gathering facts, discussing values, and undertaking action as basic procedures in democratic education.

Restrictions on schools and teachers are vividly reported by Beale in two chapters rich with examples. He sketches the history of the teaching profession in this country, showing successive restraints characteristic of past epochs, the forms of control existing today, the issues now considered "dangerous," and the factors with promise for increased educational freedom in the future. One purpose of the book is to rouse teachers to realization of their social responsibility and the growing power of their profession in a troubled era when leaders with insight are needed to help guide educational and social action.

Distinctions are clearly drawn between the capacities of child, youth, and adult for understanding of social problems and active participation in enterprises for the betterment of conditions. Each level of the school is analyzed with attention given to the double problem of education: the uprooting of inner repressions, narrow prejudices and false teachings; the gradual extension of thought and activity to wider areas of social experience and more difficult problems of democracy. The fine theoretical statements in these chapters merely mention practical school situations. Fuller descriptions of programs in

action should be sought in such reports as those recently published by the Society for Curriculum Study in its excellent book, "Community School."

Administration is analyzed to show the conflict between "efficiency" and the democratic process of social organization in terms of personality development and ultimate "results." By taking a broad view of school fields, Bair includes the learning opportunities of unemployed youth, workers and adults with fuller use of the school plant by the community as responsibilities to be met in educational planning. But he hesitates over tenure and fails to give explicit consideration to the clerical and service workers who are of vital importance in furthering educational activities in all school systems.

Remoteness from classroom teachers and other educational workers has kept the authors of this volume busy with abstract idealism and far from the immediate problems of their colleagues in the lower salary brackets. The chapter on institutions of "higher learning" gives a fine picture of the university as the citadel of freedom and the source of truth. The ideal vision seems less glamorous when one notes that instructors are not mentioned, but the whole argument is stated from the angle of the professor with some security of rank to support his claims as a citizen.

The discussion of professional

organization departs furthest from existing needs and realities. First the teaching profession is criticized for division into numerous groups with special interests. Then they are asked to unite somehow around a vague "professional code." In his criticism of the American Federation of Teachers, Hullfish fails to note that this is the one organization of teachers which does include educational workers of all categories and that their program is not limited to matters of self-interest, but it includes the ideal aims stated in this volume. Further, it has already proved itself an effective organization in gaining the support of teachers and defending their freedom in school and community. Incidentally, it does enroll educators with administrative functions if they are committed to democratic procedures.

Is it possible that some college professors are not sufficiently democratic to work with fellow-teachers on lower rungs of the professional ladder? Brim points out the inferior status of elementary teachers and other types of discrimination are well known. Can it be that we are not really concerned about equal rights within the profession? Is avowal of an abstract faith a purer form of freedom than practical work for the attainment of fuller democracy in education?

BERYL PARKER

New York University

A
B
B
B
F
I
S
F
F
I
F
C
S
K
H
M
J
P
L
t
a
t
o
B
l
p.
B
A
—K
ton
men
cov
B
Saf
Cou
193
B
Tra
tem.

NEW PUBLICATIONS

BOOKS

- ALBERTY, H. B. AND BODE, BOYD H., Editors — *Educational Freedom and Democracy*. Yearbook II, John Dewey Society. New York: D. Appleton-Century Company, 35 West 32nd Street. 1938. 292 p. \$2.25.
- BENNETT, MARGARET E. AND HAND, HAROLD C.—*Designs for Personality*. New York: McGraw-Hill Book Company. 1938. 221 p. \$1.36.
- BRESLICH, ERNST R. — *Excursion in Mathematics*. Chicago, Illinois: The Orthovis Company. 1938. 47 p.
- FAUST, J. FRANK AND BIECHER, GEORGE R.—*Experience Units in Biology*. Harrisburg, Pennsylvania: Stackpole Sons. 1938. 404 p.
- FORD, FREDERICK ARTHUR—*The Instructional Program*. New York: Prentice-Hall, Inc., 70 Fifth Avenue. 1938. 458 p. \$2.75.
- FREDERICK, ROBERT W.—*How to Study Handbook*. New York: D. Appleton-Century Company, 35 West 32nd Street. 1938. 442 p.
- KRUH, FRANK O., CARLETON, ROBERT H., AND CARPENTER, FLOYD F.—*Modern-Life Chemistry*. New York: J. B. Lippincott Company. 1937. 734 p. \$1.80.
- LAZAR, MAY—*Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children*. Contributions to Education, No. 707. New York: Bureau of Publications, Teachers College, Columbia University. 1937. 127 p. \$1.60.

BULLETINS AND PAMPHLETS

- ADVISORY COMMITTEE ON EDUCATION — *Report of the Committee*. Washington, D. C.: Superintendent of Documents. February, 1938. 243 p. Paper covers. 35 cents.
- BORDEN, NEWMAN C.—*Teaching Traffic Safety*. Los Angeles, California: County Superintendent of Schools. 1937. 57 p. Mimeographed.
- BUELL, RAYMOND LESLIE — *The Hull Trade Program and the American System*. World Affairs Pamphlets No. 2. New York: Foreign Policy Association, 8 West 40th Street. April, 1938. 45 p. Paper covers. 25 cents.
- CONSUMERS' COUNSEL DIVISION, AGRICULTURAL ADJUSTMENT ADMINISTRATION, AND CONSUMERS' PROJECT—*Consumers' Bookshelf*. Consumers' Counsel Series, Publication No. 4. Washington, D. C.: Superintendent of Documents. 1937. 100 p. Paper covers. 15 cents.
- DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS, NATIONAL EDUCATION ASSOCIATION — *Talking It Through*. Washington, D. C.: Department of Secondary-School Principals, 1201 Sixteenth Street, N. W. 70 p. Paper covers. 15 cents.
- DRUCKER, MARY J.—*The Rubber Industry in Ohio*. Occupational Study No. 1. Columbus, Ohio: National Youth Administration, Clinton Building. 1937. 76 p. Mimeographed.
- EVERETT, SAMUEL AND OTHERS—*Planning a Community School*. Service Bulletin No. 4. Evanston, Illinois: Curriculum Laboratory, Charles Deering Library, School of Education, Northwestern University. February, 1938. 11 p. Mimeographed.
- FAWCETT, BEECHER W.—*Protecting Life, Health and Property*. Los Angeles County, California: County Superintendent of Schools. February, 1938. 87 p. Mimeographed.
- GEORGIA PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION—*Occupational Guidance*. Atlanta, Georgia: M. D. Collins, State Superintendent of Schools. 1938. 54 p. Paper covers.
- GEORGIA PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION—*Source Materials on Citizenship Education*. Atlanta, Georgia: M. D. Collins, State Superintendent of Schools. 1937. 126 p. Mimeographed.
- GIDEONSE, HARRY D.—*The Commodity Dollar*. Public Policy Pamphlet No. 26. Chicago, Illinois: University of Chicago Press. January, 1938. 22 p. Paper covers. 25 cents.
- LEWIS, BEN W.—*Price and Production Control in British Industry*. Public

- Policy Pamphlet No. 25. Chicago, Illinois: University of Chicago Press. December, 1937. 35 p. Paper covers. 25 cents.
- MICHIGAN DEPARTMENT OF PUBLIC INSTRUCTION—*Michigan Today*. Bulletin No. 307. Lansing, Michigan: Eugene B. Elliott, Superintendent of Public Instruction. 1938. 301 p. Paper covers.
- NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF RURAL EDUCATION—*Newer Types of Instruction in Small Rural Schools*. Yearbook 1938. Washington, D. C.: Department of Rural Education, National Education Association, 1201 Sixteenth Street, N. W. 144 p. Paper covers. \$1.00.
- NEW JERSEY SECONDARY SCHOOL TEACHERS' ASSOCIATION — *Guidance Service Standards for Secondary Schools*. Trenton, New Jersey: New Jersey Secondary School Teachers' Association. 1937. 50 p. Paper covers.
- OTTO, HENRY J.—*Meeting Administrative Problems Growing Out of Changes Made in Classroom Teaching in 1936-1937 in Graded Elementary Schools in the Area of The Michigan Community Health Project*. Battle Creek, Michigan: The W. K. Kellogg Foundation. 1938. 124 p. Mimeographed.
- PLATT, FERRY L.—*Uncle Sam and the Farmer*. New York: Council for Social Action, 289 Fourth Avenue. March 15, 1938. 31 p. Paper covers. 10 cents.
- POTTER, PITMAN B.—*Collective Security and Peaceful Change*. Public Policy Pamphlet No. 24. Chicago, Illinois: University of Chicago Press. November 15, 1937. 38 p. Paper covers. 25 cents.
- PROGRESSIVE EDUCATION — *Resources and Education*. 15: 185-241. March, 1938. The whole issue is devoted to the relation between education and regional planning.
- PROGRESSIVE EDUCATION ASSOCIATION — *Proceedings of the 1938 National Conference*. Columbus, Ohio: American Education Press. 1938. 25 cents each or \$1.00 per set. Paper covers. *Modern Concepts of Child Development*, Booklet No. 6, 31 p.
- Social Frontiers of America*, Booklet No. 7, 45 p.
- Progressive Education After Twenty Years*, Booklet No. 8, 36 p.
- America and a World at Conflict*, Booklet No. 9, 38 p.
- Areas for Educational Exploration*, Booklet No. 10, 39 p.
- PROGRESSIVE EDUCATION ASSOCIATION — *Progressive Education Advances*. Report on a Program to Educate American Youth for Present-Day Living. New York: D. Appleton-Century Company, 35 West 32nd Street. 1938. 70 p. Paper covers. 25 cents.
- RATHS, LOUIS E.—*"Evaluating the Program of a School."* Educational Research Bulletin, 17: 57-84, March 16, 1938. Columbus, Ohio: Bureau of Educational Research, Ohio State University. Paper covers. This number is devoted exclusively to evaluating the program of a school.
- SANTA BARBARA CITY SCHOOLS—*Developmental Curriculum*. Bulletin No. 1. Santa Barbara, California: Board of Education. 1938. 79 p. 50 cents.
- SOCIETY FOR CURRICULUM STUDY—*Building America*, Vol. 3, No. 4. Education. Milwaukee, Wisconsin: E. M. Hale and Company, 5193 Plankinton Arcade. April, 1938. 31 p. Paper covers. 30 cents.
- STEWART, MAXWELL S. — *How We Spend Our Money*. Public Affairs Pamphlets No. 18. New York: Public Affairs Committee, 8 West 40th Street. 1938. 32 p. Paper covers. 10 cents.
- TULSA PUBLIC SCHOOLS — *Building a Core Curriculum in the Tulsa Public Schools*. Tulsa, Oklahoma: Public Schools. 1937. 41 p. Paper covers.
- VINAL, WILLIAM G. — *A Handbook on Nature Trails*. Amherst, Massachusetts: William G. Vinal, Massachusetts State College. 1938. 8 p. Mimeographed. Free.
- WORKS PROGRESS ADMINISTRATION, DIVISION OF EDUCATION PROJECTS—*Aids to Teachers of Literacy, Naturalization and Elementary Subjects for Adults*. W. P. A. Technical Series, Education Circular No. 5. Washington, D. C.: Works Progress Administration, Division of Education Projects. 1938. 127 p. Mimeographed.